"A STUDY OF READING ABILITIES FOR ENGLISH LANGUAGE OF MARATHI MEDIUM SCHOOL STUDENTS".

Research Proposal Submitted to the Swami Ramanand Teerth Marathwada University, Nanded For The Award of Degree Of Doctor Philosophy In The Education

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Statement of the problem :-

"A study of Reading Ability for English Language of Marathi Medium School Students".

1]Introduction :

Knowledge is increasing by leaps and bounds. Reading is the main medium of getting information. The more you read, the more you add to your level of information and knowledge. Reading is one of the most important study skills which can be developed with practice. Difficulties in reading can be overcome with training. The present test is the outcome of such research efforts.

This test can assist in understanding the current level of one's reading ability which in turn can help to guide an individual for appropriate training .Considerable research has been in India and other countries for improving reading ability and comprehension.

Reading is an important ability in a development nation .There is many aspects of development; four of them are letters, words, and sentences, vocabulary. As long as people must depend on word of mouth for letters, words, and sentences, vocabulary, development is restricted. But when effective use or power of reading ability opened up, people can read without a teacher and can identify important ideas from prose.

This study explores reading ability among the Marathi speaking people. As well as describing the methodology of the survey. Nowadays English learning is essential because English is the international communication medium.

Reading the process of teaching reading, the teacher should have suitable steps of teaching reading. There should be a pre-reading step to prepare the reader before they read the whole material. The instructor should provide them with the pre-reading the learners did not have any background knowledge it would be the teachers' responsibility to provide the background

knowledge to the learners in order that they could achieve the most comprehension from the reading.

2]REVIEWS OF RELATED LITERATURE:

Vocabulary knowledge plays an important role in reading comprehension. Reading a language and comprehending it require that one possess sufficient vocabulary. Researchers tend to agree that vocabulary knowledge is a major prerequisite and causal factor in comprehension and that there is a relationship between vocabulary knowledge and reading comprehension. Some studies have investigated this relationship and used vocabulary knowledge as a predictor variable for reading comprehension (Hu & Nation, 2000; Laufer, 1989; Maher Salah, 2008). In another study, Snow (2002) recognized the strength of the relationship between a vocabulary knowledge and reading comprehension increased substantially as the children advanced in grade level. Also, Gelderen*et al*. (2004) examined the relationship between vocabulary knowledge and reading comprehension among 397 Dutch students from Grade 8 to Grade 10 in secondary education. As results, found a significant relationship between vocabulary knowledge and reading comprehension with the correlation of .63. Guo (2008) investigated the relationship between vocabulary knowledge, syntactic awareness and reading comprehension of 155 English speaking undergraduate and graduate students. As results, he showed a strong positive correlation between vocabulary knowledge and reading comprehension. He emphasized that vocabulary knowledge directly affects reading comprehension. According to Tannenbaum, Torgesen, & Wagner (2006) who examined the relationship between vocabulary knowledge and reading comprehension, found that there is relationship between these two variables. Two hundred and three 3rd-grade students took part in a study that examined the relationships between 3 dimensions of word knowledge and reading comprehension. Confirmatory factor analyses, structural equation modeling, and hierarchical regression analyses show that a 2-factor model of breadth and depth/fluency provides the best fit to the data. Breadth has a stronger relationship to reading comprehension; however, the 2 dimensions of word knowledge have significant overlapping variance that contributes to the prediction of reading comprehension. In another study has been done by Shiotsu and Weir (2007), examined the relationship between vocabulary knowledge and reading comprehension on L2 learners in Japan. Based

on the results, there was a strong relationship between these two variables and vocabulary knowledge in predicting performance on a reading comprehension test. The Effect of Vocabulary Knowledge on Reading Comprehension of Iranian EFL Learners in Kerman Azad University International Journal on Studies in English Language and Literature (IJSELL)

In addition, Golkar and Yamini's study (2007) studied the relationships between vocabulary knowledge and reading comprehension ability among 76 Iranian undergraduate students .. Three tests of the Vocabulary Levels Test, the Productive Version of the Vocabulary Levels Test, and a TOEFL test were administered to students to find out the relationship between the two vocabulary tests and their relationship to reading comprehension. As results, there was a high correlation between the learners' vocabulary knowledge and reading comprehension ability. Maher (2008) investigated the relationship between vocabulary knowledge and reading comprehension of authentic Arabic texts. Data was collected from twenty-three learners at Brigham Young University, who ranged from Intermediate Low to Intermediate Mid in both productive and receptive skills. Two reading comprehension tests, circling the unknown words in texts and a lexical coverage test for each passage texts were given to the subjects. A linear regression analysis of the data shows that there is a correlation coefficient of 0.7 and 0.6 between the percentage of known words and students' comprehension of the two reading texts. The results indicate that the subjects needed to know approximately 90% of running words to adequately comprehend the first passage and around 86% to comprehend the second passage. Kaivanpanah and Zandi (2009) investigated the role of depth of vocabulary knowledge in reading comprehension. A TOEFL test and a measure of depth of vocabulary knowledge were administered to 57 EFL learners (17 males and 40 females). The analysis of the results showed that vocabulary knowledge is significantly related to reading comprehension. Furthermore, Mehrpour et al, (2011) examined the relationship between vocabulary knowledge and reading comprehension on ELF learner from among five language teaching institutes in Shiraz. The participants of the study were sixty (30 male and 30 female). The results obtained from the analysis of the data indicated that while both depth and breadth of vocabulary knowledge play an important role in EFL learners' reading comprehension performance, depth of vocabulary knowledge makes a more

important contribution. The results further discovered that depth and breadth of vocabulary knowledge are positively correlated, that is, those learners who had large vocabulary size had a deeper knowledge of the words, too. In conclusion, the literature reviews indicate that there is a relationship between vocabulary knowledge and reading comprehension. Vocabulary knowledge has a great impact on reading comprehension. No text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary. When the percentage of unknown vocabulary increases, the possibility of comprehending the text decreases. The previous studies indicate that there is a need for further research to look closely at the relationship between vocabulary knowledge and reading comprehension. Also, few studies have been conducted on vocabulary knowledge and their relationship with reading comprehension among Iranian students. Therefore, there is a need for further research in this area. So, this research measures the correlation between vocabulary knowledge and the reading comprehension of the text among students in English Undergraduate Studies of Islamic Azad University of Kerman.

Statement of the problem :-

[1.1]"A study of Reading Ability for English Language of Marathi Medium School Students".

[1.2]Operational Definitions of specific terms :

1) READING: - Reading is the main medium of getting information. The more you read, the more you add to your level of information and knowledge. Reading is one of the most important study skills which can be developed with practice. Skillful reading helps to develop one's personality. The skill or activity of getting information from books (Cambridge Dictionry)

2) ABILITY: Ability is a trait which is defined by what an individual can do.

3)READING ABILITY: Reading ability test is an attempt to provide an appropriate According to Turnstone's definition of ability, reading ability is, then, a purposeful activity, because reading is knowing what to do with a printed page. Reading, thus, is a combined physical and mental activity. The pictures of the printed figures of a page are formed by the reader's eye and reflected to the brain, but it is the brain that gives those pictures meaning. It is, however, true that a brain without

having clear pictures cannot supply the reader with meanings, and yet pictures without the meanings, provided by the brain, have hardly any significance. Hence, reading means getting meaning from certain combinations of letters, words, phrases, sentences, paragraphs, chapters, and even whole books perceived by the eye. An attitude is a tendency to react favorable or unfavorable towards a designated class of stimuli, such as a national or ethic group a custom or as institution. (Thurston--.. L. L. , 1947, p. 62.)

4) MARATHI MEDIUM:-Marathi Medium means that which we expansion our communication information and ideas are through / by Marathi language. (McMillan English Dictionary page No.888)

[1.3]Objective of the study:

1) To study Reading Ability of English language for IXth class rural students.
2) To find out Reading Ability of English language for IXth class urban students.
3) To study for improving reading ability of English language.
4) To study for improving comprehension of English language.

[1.4]Assumption of Research:

1) Skillful reading helps to develop everyone's personality.
2) Every one different to each other like that ability also different in two persons.
3) Reading speed and comprehension are enhancing with practice.

[1.5]Scope of problem:

1) Marathi medium's IXth class urban and rural students in Nanded District.
2) The scope of research for 600 students in Nanded District.
3) Scope of research for English language.
4) Scope of research for Marathi medium students.

[1.5.1]Limitation of problem:

1) Limitations of problem are only for Nanded District.
2) Limitations of this research are only for Marathi medium's IXth class students.
3) Limitations of this research are only for 300 urban and 300 rural students.
4) Limitations of this research are only for comprehension.
5) Limitations of this research are only for English language.

[1.5.2]Delimitations of the study:

1) The study was limited to 10 urban and 10 rural schools areas of Nanded district.
2) To study the reading ability of english subject only.

[1.6]Need of research:

Reading is an important need in everyone's life. It is essential for assess to knowledge and information. Knowledge is increasing by leaps and bounds. Reading is the main medium of getting information. The more you read, the more you add to your level of information and knowledge. Reading is one of the most important study skills which can be developed with practice. Difficulties in reading can be overcome with training. The present test is the outcome of such research efforts.

This test can assist in understanding the current level of one's reading ability which in turn can help to guide an individual for appropriate training .Considerable research for improving reading ability and comprehension.

In research, whenever a measure of level of reading abilities of the students is required, these tests are particularly useful.

[1.7]Importance of research:

The test scores can be used for guiding the students individually. Also in case of group testing, specific requirements of group may be identified on the basis of scores and guidance program may be suitably planned.

The tests are constructed for student population in general. Therefore, for a very low and very high ability groups, individual differences within the group may not get reflected in reading scores. This test can identify the strong group of students and appropriate tasks can be arranged to enhance their reading ability.

This test can provide useful information for designing appropriate enhancement program for improving reading abilities as well as for assessing its effectiveness.

Reading is an important ability in a development nation. English subject is very important for all age. Vocabulary knowledge and its role in reading comprehension of English Without knowledge of words, understanding sentences or texts are not possible. There is agreement among second language researchers that vocabulary knowledge is an important component in reading comprehension

[1.8]Research populations:

The student of IXth class ten urban school students and ten rural school's students of Nanded district are considered as population for this study.

[1.9]Research sample:

The sample of the includes 600 IXth class students. Out of which is 300 urban and 300 rural students, for the selection of student random sampling is used.

[1.10]Research methodology:

An investigator is following the survey method for present study. The tools are developed by the Smita Nirgudkar, Sucharita Gadre, Rashmi Garde, Sujala Watve. Reading Test by JPIP**.** The students are requested to respond all questions.

[1.11] Statically Techniques of sample:

Standard derivation(SD),Mean(M),T-test.

[1.12]Tools of sample:

In this investigation a psychological test is developed by the psychologist named Smita Nirgudkar, Sucharita Gadre, Rashmi Garde, Sujala Watve. Reading Test by JPIP**.**

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intelligence in L2 reading comprehension Argentinian Journal of Applied Linguistics Vol. 3, No. 1, May 2015, 26-47 Gabriella Morvay* Borough of Manhattan Community College, The City University of New York, USA*(Received 05/01/15; final version received 31/03/15)* * Corresponding author, e-mail: gmorvay@bmcc.cuny.edu **The role of L1 reading ability, L2 proficiency and non-verbal intelligence in L2 reading comprehension** ISSN 2314-3576 (online) © 2015 AJAL *Argentinian Journal of Applied Linguistics* Vol. 3, No. 1, May 2015, 26-47 **27**

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